

Kentucky Migrant Education Program Service Delivery Plan

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Title I Part C Education of Migratory Children
Division of Federal Programs and Instructional Equity
Office of Special Instructional Services
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This document was developed under the auspices of the Kentucky Migrant Education Program and vetted with the regional coordinators and migrant parents through their parent advisory council. ESCORT staff helped facilitate and write this Service Delivery Plan.

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Introduction

The Migrant Education Program was created in 1966 as part of then President Lyndon B. Johnson's "War on Poverty" to address the unique educational needs of the children of highly mobile agricultural workers. Then, as now, migrant children frequently move across school district and/or state boundaries, lack consistent educational programming, most often lag behind their non-migrant peers in educational achievement, and face difficulties in communicating with education officials and teachers, particularly as more migrants enter school with limited or no English. Title I Part C of the federal Elementary and Secondary Education Act (ESEA), reauthorized in 2001 as part of the No Child Left Behind Act (NCLB), was established for the following purposes:

- (1) Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- (2) Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- (3) Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- (4) Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- (5) Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- (6) Ensure that migratory children benefit from State and local systemic reforms.¹

¹ *No Child Left Behind Act of 2001*, U.S. Code, vol. 20, sec 1301 (2002), <http://www.ed.gov/policy/elsec/leg/esea02/index.html>. [Accessed June 30, 2008.]

The Kentucky Migrant Education Program (KY MEP) provides supplemental educational services to the State's migrant students and families. The mission of the KY MEP is to provide educational and human resource service opportunities, which strengthen and enhance the development of the migrant child. The program serves a predominantly intrastate English speaking migrant population although the population of limited or non-English speaking migrants has increased significantly in recent years. In 2006-2007, the KY MEP identified 5,726 migrant children for services.

The KY MEP is a State-administered program through the Kentucky Department of Education (KDE) that offers subgrants to local education agencies (LEAs) that apply for MEP funding to administer services at the local level. Currently, the KY MEP consists of 66 school districts administered under four regional administrative centers (recently reorganized from nine centers). Each regional administrative center employs a project coordinator to administer the program and provide professional development and a records clerk to record demographic and migrant student data. Local programs deliver services to students through teams of recruiters, advocates, and in some cases, advocate assistants and instructional assistants. Services include, but are not limited to: tutoring and supplemental instructional support in content areas, provision of educational support materials and supplies, home visits and family outreach, collaboration with other school services to ensure migrant student participation (e.g., Title III, Extended School Services, etc.), coordination with community-based organizations, and staff development.

In January 2004, the KY MEP initiated a Comprehensive Needs Assessment (CNA) of their program to set priorities through data-driven decision making involving a broad range of stakeholders. The CNA process was completed in 2006, and resulted in a set of need statements for Kentucky's migrant children and families to help address the barriers that impede students' educational achievement.

This Service Delivery Plan (SDP) provides a framework for implementing the CNA solutions, monitoring implementation and evaluating success. It focuses on the needs of Kentucky migrant children that will be addressed as highest priority in the next three to five years by the KY MEP. The structure of this report is as follows:

- ✓ Findings from the CNA Process – provides a brief overview of the CNA conducted in Kentucky and a snapshot of the migrant student population at that point in time. It summarizes the data elements that led to the set of need statements targeting gaps in migrant student achievement. These needs reflect the Seven Areas of Concern identified by the Office of Migrant Education (OME).

- ✓ Program Priorities – highlights the road map for program services by aligning state targets for all students with KY MEP goals and measurable objectives. These priorities are linked to research and evidence-based strategies recommended through the CNA process as well as implementation and outcome measures to monitor success.
- ✓ Implementation – outlines suggested steps to implement CNA solutions at each program level. The specifics serve as a starting point for coordinating roles and responsibilities across the KY MEP.

This report is intended to provide a picture of how KY MEP programming will address the needs identified through its CNA, how its goals and objectives will be reached using the evidence-based solutions and how those efforts will be monitored and evaluated.

Findings from the Comprehensive Needs Assessment

Methodology

The Kentucky Department of Education's Migrant Education Program conducted a CNA of its program from January 2004 to May 2006. The purpose of the CNA was three-fold:

1. Set priorities based on the identified needs of Kentucky migrant children and families.
2. Make data-based decisions about program improvements and the allocation of resources.
3. Establish a systematic set of procedures to implement and evaluate the effectiveness of the program improvement practices.

The KY MEP followed the three-phase CNA model recommended by the U.S. Department of Education's OME. The process was overseen by a Management Team and a Needs Assessment Committee (NAC) with representation from KDE, the MEP, migrant parents, and education stakeholders. Phase I of the CNA explored initial concerns and demographic data about migrant students in the state of Kentucky. This stage determined the focus and scope of the CNA. Phase II involved gathering and analyzing data to document the magnitude of actual needs facing migrant children and their families. Phase III generated decisions based on evidence and set priorities for the KY MEP to address in its programming.

What We Learned from the CNA

Given that this report draws from the CNA of the KY MEP, it is important to highlight the findings from that process. The following section first describes the emerging demographic characteristics of Kentucky migrant students and gaps in academic achievement. It then summarizes the key findings from the CNA.

Profile of Kentucky Migrant Students

The number of migrant children eligible for the KY MEP decreased substantially between 2002 and 2006: from 11,474 students in the 2002-2003 academic year to 4,245 in 2005-2006. Although the majority of migrant students in Kentucky in 2005-2006 were Anglo (51%), trend data show an increase in the number of Hispanic migrant children over time. The percentage of Hispanic migrant students grew from 29% in 2002-2003 to 46% in 2005-2006. See Table 1 below. These changing demographics in terms of students' ethnic background signaled the need to look at KY MEP programming and staffing to address potential cultural and linguistic barriers to service provision.

Table 1. Numbers of Migrant Children and Ethnic Background (2002-2006)

Ethnicity	Year			
	2002-03	2003-04	2004-05	2005-06
Anglo	7,672 (67%)	5,883 (63%)	3,528 (56%)	2,169 (51%)
Hispanic	3,343 (29%)	3,071 (33%)	2,601 (41%)	1,951 (46%)
African-American	370 (3%)	282 (3%)	164 (2%)	81 (2%)
Other	89 (1%)	69 (1%)	42 (1%)	44 (1%)
Total	11,474	9,305	6,335	4,245

Achievement gaps in reading and mathematics between migrant students and the general student population were focal points of the CNA data analysis. Table 2 below summarizes the data from 2003 to 2006. The gaps decreased in both reading and mathematics at the elementary level. However, significant gaps existed in both content areas at the middle and high school levels. Of particular concern were the increases in gaps that occurred between 2005 and 2006.

Table 2a. Migrant Student Gaps in Reading Achievement (%)

Year	Grade 4 Reading Gap	Grade 7 Reading Gap	Grade 10 Reading Gap
2003	10.38	12.03	18.71
2004	10.05	12.93	21.14
2005	11.73	15.78	19.71
2006	7.83	15.52	28.06

Table 2b. Migrant Student Gaps in Mathematics Achievement (%)

Year	Grade 5 Math Gap	Grade 8 Math Gap	Grade 11 Math Gap
2003	16.85	14.33	13.51
2004	15.04	17.13	25.16
2005	17.04	16.43	22.63
2006	13.39	21.99	27.15

Source: Kentucky Core Content Tests

CNA Findings

The Needs Assessment Committee (NAC) examined qualitative data from surveys of migrant students and parents. Quantitative data came from state databases and district data collection forms. The NAC developed a set of need statements based on the Seven Areas of Concern identified by OME for migrant students generally. OME describes the Seven Areas of Concern as the following²:

² From the "Seven Areas of Concern" Handout available on the Comprehensive Needs Assessment for Migrant Education resource website available at: <http://www.cesdp.nmhu.edu/migrant/meet1.htm>. [Accessed July 1, 2008.]

- **Educational continuity:** Because migrant students often move during the regular school year, students tend to experience differences in curriculum, academic standards, homework policies, and classroom routines as well as inconsistencies in their course placement.
- **Instructional time:** Mobility impacts the amount of time students spend in class and their attendance patterns. Less time spent on learning leads to lower achievement.
- **Access to services:** Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled.
- **Educational support in the home:** While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally-rich home environment.
- **English language development:** For many migrant students, English is not their home language. They must learn to use English in content area learning and gain proficiency in “academic” language in order to be successful in school.
- **Health:** Good health directly impacts educational achievement. Migrant children are at greater risk than others for developing health problems due to occupational and poverty-related issues.³
- **School engagement:** Migrant students often experience difficulties adjusting to new school settings. Engagement can be described as three types—behavioral (academic, social and extracurricular participation), emotional (positive and negative reactions to school), and cognitive (investment in learning)⁴.

The need statements were also grouped by the four focus areas from NCLB: reading, mathematics, school readiness, and graduation. NAC members adapted the need statements from their initial concerns based on the availability of data and their subsequent analysis of that information. Those need statements are summarized in Table 3 below.

³ Huang, G. (1993). *Health problems among migrant farmworkers' children in the U.S.* ERIC Reproduction Service No. ED357907). Washington, DC: ERIC Clearinghouse on Rural Education and Small Schools.

⁴ Fredricks, J.A., Blumenfeld, P.C., and Paris, A.H. (2003). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.

Table 3. Need Statements Generated by the CNA

Need Statement	Area(s) of Concern	Goal Area	Data Elements
The percentage of migrant families having more than ten English books, magazines, newspapers, etc., in the home needs to increase by 20%.	Educational Support in the Home English Language Development	Reading	Approximately 30% of Hispanic and 25% of non-Hispanic migrant parents surveyed reported having fewer than six reading materials in the home. (Source: KY CNA Migrant Parent Survey)
The percentage of migrant students receiving supplemental academic support needs to increase by 15%.	Access to Services Instructional Time	Reading	32% of migrant students served by the MEP during the regular school year and 95% of those served during summer/intersession term received instructional services. (Source: 2004-2005 Performance Report) Gaps in reading achievement in 2006: 8% in Grade 4; 16% in Grade 7; and 28% in Grade 10 (Source: KY Core Content Test Scores)
The percentage of migrant parents working with their children (grades K-5) with reading skills needs to increase by 15%.	Educational Support in the Home	Reading	More than 50% of Hispanic and about 30% of non-Hispanic migrant parents surveyed reported helping their children (grades K-5) with reading less than four times a week. (Source: KY CNA Migrant Parent Survey)
The percentage of migrant students (grades K-5) receiving assistance with mathematics outside the classroom at a frequency of four to six times per week needs to increase to 50%.	Educational Support in the Home	Mathematics	19% of Hispanic migrant parents surveyed reported never helping their children (grades K-5) with mathematics and 50% provided help one to three times a week. Non-Hispanic migrant parents reported 3% and 39% respectively. (Source: KY CNA Migrant Parent Survey)
The percentage of 9 th grade migrant students passing Algebra I needs to increase by 13%.	Access to Services Instructional Time	Mathematics	72% of migrant 9 th graders passed Algebra I. (Source: District databases)
The percentage of migrant preschool children (ages 0-5) participating in Head Start, state-funded preschool, or structured child care needs to increase by 15%.	Access to Services	School Readiness	84% of migrant children ages birth to 2 years and 38% ages 3 to 5 years received no preschool services. (Source: KY CNA Migrant Parent Survey)

Need Statement	Area(s) of Concern	Goal Area	Data Elements
The percentage of migrant homes where children (ages 0-5) receive help with reading daily needs to increase by 12%.	Educational Support in the Home	School Readiness	<p>24% of Hispanic and 40% of non-Hispanic migrant parents surveyed reported reading to their children (grades K-5) daily.</p> <p>Approximately 30% of all migrant parent survey respondents with preschool-aged children reported having fewer than six English reading materials in the home; close to 10% of Hispanic migrant parents reported no materials in the home. (Source: KY CNA Migrant Parent Survey)</p>
The percentage of migrant students in grades 3-12 who receive encouragement from MEP staff to participate in extracurricular activities will increase to 10%.	School Engagement	Graduation	<p>Anecdotal data from a majority of MEP administrators indicated that migrant students rarely participate in extra-curricular activities. The Graduation Work Group formulated this objective due to the research that links a student's participation in extra-curricular activities with staying in school and academic success.</p> <p>Very few migrant students (Hispanic and non-Hispanic) reported that no one cares about how well they do in school. The majority indicated that teachers and friends were people who most cared about their academic performance. (Source: KY CNA Migrant Student Survey)</p>
The percentage of migrant families with children in grades 3-12 who are encouraged to participate in migrant-sponsored parent conferences, advocacy groups, and workshops will increase to 25%.	Educational Support in the Home	Graduation	<p>More than 50% of Hispanic and close to 20% of non-Hispanic migrant students (grade 5) surveyed reported never receiving help with reading or mathematics during the week. (See also parent survey data on help with reading and mathematics above.) (Source: KY CNA Migrant Student Survey)</p>

Program Priorities

In order to focus on the highest priority needs first, the NAC narrowed the list of need statements to a manageable few in order to concentrate efforts in the first phase of implementation. The two primary goals included:

1. Access to Services: Increase the percentage of migrant students receiving supplemental academic support by 15% (over a period of 3 years).
2. Educational Support in the Home: Increase the percentage of migrant families (with children in grades 3-12) who participate in migrant-sponsored parent conferences, advocacy groups, and workshops to 25%.

NAC members agreed that successful programming should take a two-pronged approach through advocacy and professional development. The regional MEPs have a long history of advocating for migrant students and providing professional development to staff members at the local level. The two-pronged strategy draws upon existing programming but in a new and improved way. Advocacy will continue to focus on ensuring that migrant students receive the supplemental services for which they qualify. However, those services will reflect research and evidence-based instructional strategies with an academic focus as priority. Professional development will provide MEP staff with the knowledge they need in best practices in reading and mathematics instruction to help make this transition. Professional development will also emphasize how to implement these practices using volunteers—tutors and parents trained in academic instructional strategies. The State MEP will front load training and resources so that regional programs can assist local MEPs in achieving these goals.

Each region has the flexibility to implement strategies to meet these goals as best meets their needs. However, each regional program will be required to report on statewide outcome measures to assess progress in reaching common goals. Table 4 summarizes the solution strategies identified by Work Group experts and NAC members during the CNA. These strategies included advocacy (CNA Level I programming for migrant students and families) and professional development (CNA Level II programming for service providers—MEP staff). These recommended broad-based strategies are aligned with KY MEP goals and measurable objectives. Table 4 also provides suggested implementation measures to guide regional and local MEPs in designing monitoring efforts to track the status of implementation. Each regional MEP will be required to address the two primary goals and to report on the outcome measures identified in column 5 of Table 4. These measures will allow the State Migrant Director to evaluate the effectiveness of program changes.

Table 4. Program Priorities based on the CNA

Goal	Objective	Service Delivery Strategies	Implementation Data Measures	Outcome Measure
1. To raise migrant student achievement in reading and mathematics through improved access to services.	1.1 The percentage of migrant students receiving supplemental academic support needs to increase by 15%.	ADVOCACY 1) Build networks and improve communication with non-MEP services (e.g., Title I, ESS, ESL, etc.) to build MEP staff awareness of possible programs and to increase access for migrant students. 2) Provide summer school programming that focuses on academic interventions meeting migrant student needs (e.g., timely, targeted, portable, culturally appropriate). Collaborate with non-MEP service providers to help them understand migrant students' and to capitalize on their expertise. 3) Document systematically the level of participation of migrant students in MEP and non-MEP funded services. 4) Improve communication with migrant parents regarding supplemental academic programs available.	Quality of data entered to 1) track migrant student participation in programming and 2) convey information about individual migrant students to mainstream teachers/administrators. Establish baseline at Year 1 (2009-2010). Documentation on migrant parent outreach: <ul style="list-style-type: none"> • Frequency of sessions • Number of participants • Content • Participant feedback 	The percentage of migrant students participating in supplemental academic support services will increase by 3 percentage points annually over five years. "Participation" and "supplemental academic support services" need to be defined.
		PROFESSIONAL DEVELOPMENT 1) Provide professional development, aligned with state standards, to MEP staff on best practices in reading and mathematics that address migrant students' academic challenges (e.g., portable, strategic, culturally appropriate, etc.) and coordinated with existing effective resources (KY TESOL, KY Reading Association, KY Teachers of Language Arts Council, etc.). 2) Train MEP staff on establishing and utilizing volunteer programming to help address migrant student needs in reading and mathematics instruction.	Documentation on MEP staff development: <ul style="list-style-type: none"> • Frequency and length of sessions • Number of participants • Content • Collaborative Partners • Participant feedback Track volunteer programming and survey volunteers for feedback on effectiveness of MEP-sponsored programming. Curriculum or standards-based measures of migrant student achievement in reading and mathematics.	The reading and mathematics achievement gaps between migrant and non-migrant students will decrease by 2-3 percentage points annually as measured by the Kentucky state assessment.

Table 4 (continued)

Goal	Objective	Service Delivery Strategies	Implementation Data Measures	Outcome Measure
2. To increase migrant parent involvement in their children's educational success.	2.2 The percentage of migrant families with children in grades 3-12 who participate in migrant-sponsored parent conferences, advocacy groups, and workshops will increase to 25%.	ADVOCACY 1) Utilize networks to identify and coordinate with existing programs and agencies to sponsor parent meetings and workshops and to disseminate information to migrant parents. 2) Develop communication strategies with and programs for migrant parents to help them understand the expectations of the school and to increase their engagement with staff to help set and achieve their children's educational goals. 3) Assist parents in learning and using practical strategies for building their children's reading and mathematical skills. 4) Target parents of PFS students (grades 7-12) to help them become stronger advocates for their children and to ensure that educational goals are set and achieved.	Documentation of network building and collaboration to provide parent involvement opportunities Documentation on parent events and follow up TA: <ul style="list-style-type: none"> • Frequency/Number of Events • Content • Parent Feedback Documentation on goal setting for PFS students	The percentage of migrant families (with children grades 3-12) participating in MEP-sponsored events will increase by 5 percentage points annually. The percentage of PFS students (grades 7-12) with a clearly documented set of educational goals to be shared across districts will increase by 3 percentage points annually.
		PROFESSIONAL DEVELOPMENT 1) Train MEP staff on strategies to work with migrant parents on school engagement and goal setting for their children.	Documentation on MEP training events: <ul style="list-style-type: none"> • Frequency/Number of Events • Content • Participant Feedback 	By 2010-2011, 85% of migrant parents surveyed who participated in MEP-sponsored family involvement events will report growth in their ability to help their children set educational goals and become more engaged in school activities.

The CNA NAC identified two additional need statements that were related to the primary goals but of secondary importance when full implementation of the priority services require full commitment of resources and time. That is to say, addressing these secondary objectives is expected to support the program's top priorities and should be addressed in tandem, if possible but not required. These secondary objectives are:

- Increase the percentage of migrant families having more than 10 English books, magazines, etc.
- Increase the percentage of migrant students in grades 8-12 who have established educational goals for themselves with parent participation.

For example, the primary goal related to parent involvement is to increase educational support in the home by increasing the percentage of migrant families who participate in MEP-sponsored events. One service delivery strategy is to target the parents of PFS students to ensure their participation in setting educational goals for their children. Once the KY MEP has implemented services to ensure educational goal setting for PFS students, the idea is to scale up to target migrant students in grades 8-12 to ensure that increasing percentages establish educational goals for themselves with parent participation. The short-term goal of highest priority is to work with migrant students who have the greatest need and eventually fine tune services for application to all middle and high school migrant students. If districts have the capacity to address this longer term objective then services can be implemented in Year 1. Otherwise, districts will begin to move toward that broader objective as capacity is built. The next section highlights the plan for implementation.

Implementation

Whereas the regional and local MEPs have flexibility in the strategies that they implement, all will be required to report effectiveness based on the outcome measures listed in Table 4. Monitoring measures are also included in the table for tracking progress in implementation. The KY MEP has held several meetings with regional coordinators to discuss the framework of the SDP, implementation strategies, and data collection efforts. This section describes those discussions.

Implementation in Year 1 will focus on examining existing data collection and reporting systems to expand efforts in a standardized way and to devise new methods when needed. The KY MEP will work with regional coordinators to minimize the added data collection burden from new formats.

Supplemental Academic Support

For Objective 1.1, baseline data collected in Year 1 will focus on migrant student participation in existing supplemental programs. Districts will go through a process of identifying existing resources. KY MEP will develop procedures to help districts evaluate whether supplemental programs are of sufficient quality to improve an individual migrant student's needs. For example, if an ESS program offers general homework assistance, will this meet the need of a student who is in need of strategic tutoring in reading or mathematics?

To help move the State forward in the specifics of implementation strategies, KY MEP will convene an Expert Working Group on Academic Supplementary Services in Reading in Year 1. This "Expert Group" will be comprised of key volunteers from the SEA, LEA and community levels (both MEP and non-MEP) who have expertise in policy, program administration, and research in the area of supplementary services. The purpose of this group is to examine exemplary practices in service delivery and accountability in supplemental reading support and to establish a specific set of strategies to guide the KY MEP. A sample template of what the group's action plan might look like is provided as a starting point in Appendix A.

Specifically, it is anticipated that this group of experts in migrant education and literacy will provide guidance on the following:

- Definitions of "academic" supplemental programming and "participation";
- Data elements needed to track the level of migrant student participation in academic programming (e.g., the nature and frequency of services provided in an academic or extended day program, etc.);
- Evidence-based instructional strategies for reading that are culturally relevant to migratory students;
- Identification and dissemination of reading materials to migrant families;
- A framework/rubric for evaluating supplemental services to match with individual migrant student needs; and
- Evaluation and reporting measures to monitor success.

Another Expert Working Group will be convened to address academic supplemental support in mathematics once the reading group has completed its tasks.

Parent Involvement

For Objective 2.2, baseline data collected in Year 1 will focus on tracking MEP and non-MEP parent outreach opportunities and measuring the level of migrant parent participation. The KY MEP will begin exploring ways to report on parent involvement in educational goal setting for students.

To help move the State forward in the specifics of implementation strategies, KY MEP will convene another Expert Working Group in Year 1—this one focused on parent involvement. This group will provide guidance on the following:

- Strengthening networks with other agencies to coordinate services and disseminate information;
- Effective capacity building strategies to help migrant parents understand school expectations, setting goals with their children, and supporting reading and mathematics in the home;
- Communication skills to reach low-literacy, language-minority parents;
- Existing state initiatives such as the Individual Graduation Plan; and
- Evaluation and reporting measures to monitor success.

The guidance from the Expert Working Groups will assist the KY MEP in further refining the implementation of the CNA-based goals and objectives and the evaluation of progress in meeting them. The outcomes of these discussions will guide specific actions for Year 2 and beyond.

The KY MEP has also proposed establishing baseline data on the number of English books, magazines, and additional literacy resources in the home to develop reporting methods related to the secondary objective. It was suggested that recruiters, home-school liaisons, or similar personnel make home visits to a sample of families to collect a tally of literacy materials in English. Home visits would provide an opportunity to begin communicating information about the importance of reading to children and resources available. Once the baseline is established, the KY MEP will explore reporting options to document accomplishments in increasing the percentage of families with more than 10 books etc. in English in the home.

The SDP is meant to serve as a road map for programmatic changes that improve the academic achievement of Kentucky's migrant students and to align with MEP services to ensure consistency and efficiency. To that end, the KY MEP has taken into consideration its parent involvement plan, identification and recruitment (ID&R) efforts, and targeted interventions for PFS students. Those initiatives are described briefly below in the context of this SDP.

Parent Involvement Plan

The KY MEP Parent Involvement Plan is based on the statewide objectives identified by the Commissioner's Parents Advisory Council (CPAC).⁵ The following objectives are adapted from the recommendations of the CPAC, targeting MEP staff as opposed to "school staff" in the statewide report:

⁵ Commissioner's Parents Advisory Council. (2007, June). *The Missing Piece of the Proficiency Puzzle: Recommendations for Involving Families and Community in Improving Student Achievement*. Frankfort, KY: Kentucky Department of Education.

1. Relationship-building: Migrant education staff builds productive, personal relationships with parents of all their students.
2. Communications: Two-way information in many forms flows regularly between MEP staff and migrant parents about students' academic achievement and individual needs.
3. Decision-making: MEP staff encourages, supports and expects migrant parents to be involved in MEP improvement decisions and to monitor and assist in MEP improvement.
4. Advocacy: For each migrant student, the MEP staff identifies and supports a parent or another adult who takes personal responsibility for understanding and speaking for each child's learning needs.
5. Learning Opportunities: MEP staff ensures that families have multiple learning opportunities to understand how to support their children's learning.
6. Community Partnerships: MEP staff engages and partners with community members to plan and implement substantive work to improve student achievement.

KY MEP will continue to build on the services provided at the regional and local level to engage migrant parents in supporting their children's academic success. These services include: ESL classes for non-English speaking migrant parents, and home visits by MEP staff for one-on-one tutoring assistance to parents and students. The CNA solutions suggest strategies to strengthen communication and to help train parents in reading and mathematics instruction. The plan outlined addresses each of the six objectives identified for the state in its mainstream parent involvement plan. Regional MEPs will be evaluated on increasing parent involvement at two levels:

- Participation – The percentage of migrant families will increase by five percentage points annually over the next five years to reach the target of a 25% increase.
- Effectiveness – Migrant families will report growth in their abilities to help their students set goals and engage in school more successfully through MEP-sponsored opportunities.

To engage migrant parents in decision making, the KY MEP conducted a meeting of the Migrant Parent Advisory Council (PAC) on December 4, 2007. The goal of the meeting was to review findings from the CNA, to solicit input from migrant parents about the program priorities identified, and to hear feedback from parents about services. Parents in attendance recommended the following:

- ✓ Improving access to advanced placement and enrichment activities for migrant students;
- ✓ Providing more in-home tutoring and instruction to assist children with homework and to overcome language barriers between school and home;

- ✓ Increasing the number of books in migrant homes, specifically bilingual books;
- ✓ Helping to make English language development a “family project”;
- ✓ Developing migrant parents’ basic mathematics and reading skills so they are better able to help their children with homework; and
- ✓ Facilitating better communication between home and school, e.g., forms sent home (i.e., permission slips, progress reports, etc.) are not always understood given language barriers.

KY MEP has incorporated these suggestions into its SDP to the extent possible. Migrant PAC meetings will continue on a regular basis to maintain two-way communication between migrant families and the KY MEP.

Priority for Services

Title I Part C of NCLB stipulates that MEP programs “...shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.”

Kentucky's definition of "Priority for Services" (PFS) states that a child must meet at least one of the following:

- Moved within the past 12 months and scored Novice (N) in reading or math on the CATS assessment or below the 50th percentile in math or reading on the CTBS 5
- Moved within the prior school year and tested deficient in one or more of four areas on the English language proficiency assessment tool (currently ACCESS for Kentucky)
- Moved within the prior school year and received a D or F in reading or math [area of concern for Primary (K-3) in reading or math] or another core content subject

A move is defined as movement across district or state lines. Moves between schools within the district can be cause for educational interruption, but do not necessarily qualify a child as PFS.

In order to target programming to PFS students, the KY MEP has focused some of its strategies on reaching this population. For example, data on participation in academic supplemental instruction will be disaggregated by PFS designation to determine if these students are receiving services. The KY MEP will also hold regional and local MEPs accountable for helping PFS students in grades 7-12 set

and communicate educational goals. See outcome measures in Table 4 above. Clearly articulated goals for reaching PFS students in the state serve as a starting point for strengthening efforts to reach this highly mobile, hard to serve population of migrant students.

Identification & Recruitment

KY MEP has a state ID&R plan that includes the following activities: planning strategies with and training regional coordinators, clerks, and recruiters; mapping areas to canvas for potential migrant families across the state; networking with other agencies; deploying and monitoring recruiters; establishing protocols for COE review and quality control; and evaluating efforts. The quality control plan outlines a series of goals to ensure accuracy of eligibility determinations, with a target of a zero percent error rate.

While the CNA did not focus solutions specifically on ID&R, the SDP touches on ID&R efforts to ensure consistency across the MEP in reaching program goals and objectives. Recruiters, data clerks, and regional coordinators will serve an important role particularly in building networks and improving data collection efforts for program monitoring and evaluation. Both priority objectives—increasing supplemental academic support and parent involvement—utilize strategies that rely on networking with non-MEP service providers and community agencies. Recruiters and regional coordinators are well placed to identify such resources. Regional records clerks are charged with keeping up-to-date with progress of migrant students currently identified in the districts. Their feedback will be incorporated into the implementation process to ensure that new data requirements will be understood, collected, and reported on without overburdening staff. This SDP takes into consideration all levels and services of the program to foster system alignment across the KY MEP.

Next Steps

Improving Collaboration

The KY MEP will continue to work with regional coordinators to review and refine the program priorities, strategies, and measures of monitoring and evaluation summarized in this SDP. Their input, along with feedback from the Migrant PAC and the Expert Working Groups, will ensure that the programming changes of highest priority reflect collaboration and communication across all levels of the MEP.

Aligning CNA Priorities with the MEP Application Process

The KY MEP plans to facilitate programming priorities systematically through changes to the local application language. Applications will be required to respond to the two priorities—access to supplemental academic services and increased parent involvement—by describing strategies to be implemented and monitoring efforts to be used to track progress. The application language will inform local MEPs about statewide outcome measures that will guide KY MEP evaluation regardless of strategies employed. It is anticipated that an evaluation framework will be developed to measure progress in meeting the goals and objectives outlined in this report.

Improving Evaluation

The principle questions relative to service delivery are:

- 1) To what extent are the recommended service delivery strategies being implemented?
 - 2) To what extent are the strategies positively impacting student and family outcomes?
- The State will conduct a comprehensive analysis of its existing state data systems and determine which elements need refinement. In addition, a framework which includes both qualitative and quantitative data sources will be devised so that the SEA will be able to better monitor both program implementation and progress on the measurable outcomes.
 - Standard evaluation forms (and surveys) will be developed as needed in order to enable the SEA to collect comparable data across programs.
 - The Expert Working Groups (see p. 13-14) will assist with identifying “best practices” in needs assessment, service delivery, and evaluation in the areas of academic supplementary instruction and parent involvement.
 - The SEA will also dedicate itself to ensuring that their regional and local MEP staffs receive the necessary training that will lead to data collection that more accurately reflects the impact of program improvement efforts.

The SDP offered in this report is based on the data-driven decisions made through the CNA process, and reflects alignment with MEP services in parent involvement and ID&R. This report also describes some concrete “next steps” which should lead to enhanced collaboration, higher quality supplementary instruction, better informed and engaged parents, and more accurate and meaningful data collection and analysis.

APPENDIX A

Sample Template for Action Plan

This template is a possible action plan framework. The information provided below is for example purposes only. Specific strategies will be developed based on the work of the Expert Working Groups and the KY MEP.

CNA Recommended Solutions	CNA Suggested Strategies			Potential Progress Indicators
	SEA	Regional	LEA	
Develop and implement a plan for migrant staff to be more aware of possible programs and the level of participation of migrant students by improving monitoring of areas such as Title I, ESS, ESL, etc.	<ul style="list-style-type: none"> Define “academic” supplemental programming. Work with regional MEP coordinators to identify data elements needed to track level of migrant student participation in programming (e.g., student participation in academic day—nature and frequency of services; extended day—after school, tutoring etc.; home support—nature and frequency of parental support of child’s academic progress). Develop data forms for MEP staff to convey information about migrant students to mainstream teachers (e.g., length of time in country, language spoken at home, parental feedback or concerns, etc.). Design an implementation plan to guide regional coordinators in introducing the improved data system. 	<ul style="list-style-type: none"> Work with SEA to identify data elements needed to track level of migrant student participation in programming. Work with SEA and LEAs to develop forms to convey information about migrant students to mainstream teachers and non-MEP program staff. Provide training to local MEPs to introduce changes to the data system and its intended purpose. 	<ul style="list-style-type: none"> Provide input to regional coordinator regarding data elements that would be helpful in tracking migrant student participation and conveying information about migrant students for advocacy to access non-MEP services. Attend training on the improved data system. Strengthen communication between mainstream teachers/ administrators and MEP staff to: improve MEP staff knowledge about academic programming, particularly in Title I, ESS, and ESL; and to convey information about individual migrant students. 	<p>Number of data forms completed and quality of information entered to 1) track migrant student participation in programming and 2) convey information about individual migrant students to mainstream teachers/administrators</p> <p>Documentation on training sessions for MEP staff on data definitions and entry:</p> <ul style="list-style-type: none"> Frequency of sessions Number of participants Content Participant feedback <p>Evidence of improved communication between mainstream teachers/administrators and MEP staff</p>
Improve reporting, publicizing successful efforts and communicating with parents regarding programs.	•	•	•	•
Conduct professional development to train migrant staff on best practices in reading and mathematics, utilizing state standards for professional development and coordinating with existing effective resources.	•	•	•	

CNA Recommended Solutions	CNA Suggested Strategies			Potential Progress Indicators
	SEA	Regional	LEA	
Train MEP staff on establishing, improving, or targeting volunteer programming to help address migrant student needs in reading and mathematics instruction. This includes teaching MEP staff to model best practices in reading and mathematics instruction in order to train volunteers.	•	•	•	